

CHAPTER FOUR

FINDINGS

This chapter deals with the findings and analysis of the data collected. A summary of the results is also presented in this chapter.

The main objective of this study was to investigate whether the use of motivational techniques in the reading classroom improved students' reading skills. This study used an experimental design with motivational techniques as a treatment procedure in a college English classroom.

Two research questions were posed regarding the usefulness of motivational techniques in reading classroom. The two research questions are as follows:

- 1) How do motivational techniques improve students' reading skills?
- 2) What are students' perceptions of selected motivational techniques used to motivate and improve their reading skills?

Two measures were used in seeking an answer to the first research question. The first measure was an Index of Reading Awareness (IRA). The IRA was given to students in both the Experimental and Control group before and after the training period. The IRA was calculated to yield a composite reading awareness score among the subjects of this study. The second measure was a Pretest and a Posttest. The tests were given to students before the training period and after the training had been completed. Scores from the tests were analyzed to

see whether the usage of motivational techniques in reading classroom had any effect on the students' reading skills.

For the second research question, qualitative data were gathered from students' output on reading tasks, feedback, dialogue journals and interviews. In short, there were three sets of data obtained which are from the total scores of Index Reading Awareness (IRA) before and after treatment; scores from the Pretest and Posttest and finally, the students' output on the reading tasks, feedback, dialogue journals and interviews.

The data from the IRA was presented in terms of frequency counts and percentage distributions of the total scores. Although, the 20 items of the IRA are divided into four categories the IRA is perceived to be an adequate measure of reading awareness if it is used as a total score (McLain, Gridley and McIntosh, 1991).

The subjects' scores for the Pretest and Posttest were calculated using means and standard deviations, and after that, a t-test was carried out to answer Research Question 1. For Research Question 2, qualitative analysis was used to determine students' perceptions of using selected motivational techniques in the reading classroom.

4.1 Subjects' overall performance on the IRA

This section investigates students' awareness in their reading skills. The IRA was administered twice, once before the treatment and then, at the end of the treatment (week nine of the training period). Both the Control and the

Experimental groups were given the same set of IRA prior to and after treatment. The purpose of administering the IRA was to measure the students' awareness of reading comprehension skills.

As mentioned earlier, there were 20 items in the IRA. The students' scores on the IRA were recorded and calculated. From those scores groups were formed according to the following ranges: Category I, 16 – 20; Category II, 21 – 25; Category III, 26 – 30; Category IV, 31 – 35 and finally, Category V, 35 – 40.

4.1.1 Pre and Posttreatment scores on IRA for the Experimental group

Generally, the subjects' performance on the IRA scores was better on the Posttreatment than the Pretreatment score. The shift indicated that after the training period the subjects gained a better awareness on their reading skills. A comparison of the scores illustrated the effect of the treatment using motivational techniques on the subjects in reading classroom. The scores indicated that, overall, subjects obtained a higher mean score in the Posttreatment. The means obtained for the Pre and Posttreatment were 32.63 and 35.15 respectively.

Table 4.1.1 displays that prior to the treatment only 7% of the subjects were in Category IV and 26% in Category I. The rest, 67%, were in Category II and III. This shows that more than half of the subjects was not aware of what reading skills encompassed at the start of the experiment.

Table 4.1.1 clearly shows that after treatment 41% of the subjects were in the Category V as compared to only 7% under Category III. In contrast to the pretreatment scores, 52% were in Category IV on the IRA. This indicates that

after treatment more than half of the subjects showed a better awareness of their reading skills. This shift in the scores indicated a better understanding of reading skills among the subjects.

Table 4.1.1 – Pre and Posttreatment scores on the IRA for the Experimental Group

	Pretreatment (n=27)			Posttreatment (n=27)		
	Freq	%	mean	Freq	%	mean
Category I (16 – 20)	7	26	32.63	0	0	35.15
Category II (21 – 25)	13	48	(3.543)	0	0	(2.282)
Category III (26 – 30)	5	19		2	7	
Category IV (31 – 35)	2	7		14	52	
Category V (36 – 40)	0	0		11	41	

Note: Standard Deviations are listed in parentheses

Figure 4.1.1 illustrates graphically the increase in the IRA total scores within the Experimental group before and after treatment. As can be seen from the curve lines there was an increase in the students' performances in the IRA total score from the Pretreatment to the Posttreatment. This indicates that after eight-week training period the subjects' awareness of reading skills improved.

4.1.2 Pre and Posttreatment scores on IRA for the Control group

Overall, in the Control group, the subjects' performance on their Posttreatment scores on the IRA does not show any gains from the Pretreatment scores. The mean scores obtained for the Pre and Posttreatment were 32.80 and 32.83 respectively.

Table 4.1.2 shows that before the treatment 25% of the subjects' scores fell under Category I. However, after the eight week period, only 20% of the subjects were in Category I. There was a slight decrease in the subjects' performance for Category I on the Posttreatment. Similarly before the treatment 50% of the subjects attained the scores under Category II but after the treatment there was an increase of 54% for the same category. The subjects' performance in the Category III before and after treatment was similar (21%). There was also an increase in Category V from 0 to 4%. Nevertheless, the increase on the subjects' performance at the Posttreatment level in Categories II and V do not show an improvement in their overall performance at the end of the study.

Table 4.1.2 Pre and Post treatment scores on the IRA for the Control group

	Pretreatment (n=24)			Posttreatment (n=24)		
	Freq	%	mean	Freq	%	mean
Category I (16 – 20)	6	25	32.88	5	21	32.83
Category II (21 – 25)	12	50	(3.53)	13	54	(4.33)
Category III (26 – 30)	5	21		5	21	
Category IV (31 – 35)	1	4		0	0	
Category V (36 – 40)	0	0		1	4	

Note: Standard Deviations are listed in parentheses

Figure 4.1.2 presents the IRA total scores for individual cases graphically. The curve for the IRA total scores shows no obvious increase before and after treatment. This depicts that subjects who did not receive any treatment are not likely to show any gain in their reading skill inventory. Thus, Table 4.1.2 and

Figure 4.1.1 Pre and Posttreatment scores on IRA for the Experimental group

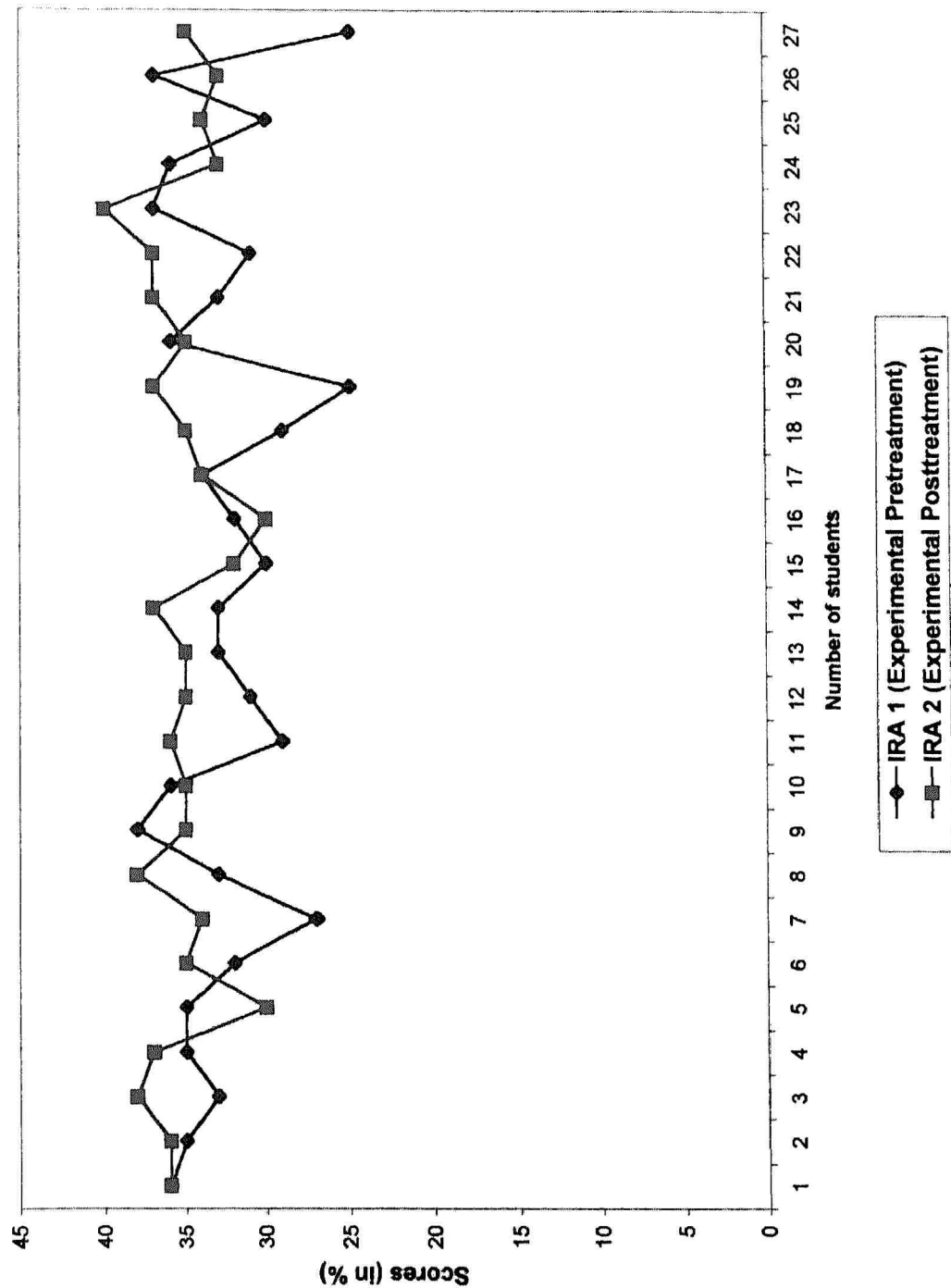


Figure 4.1.2 Pre and Posttreatment scores on IRA for the Control Group

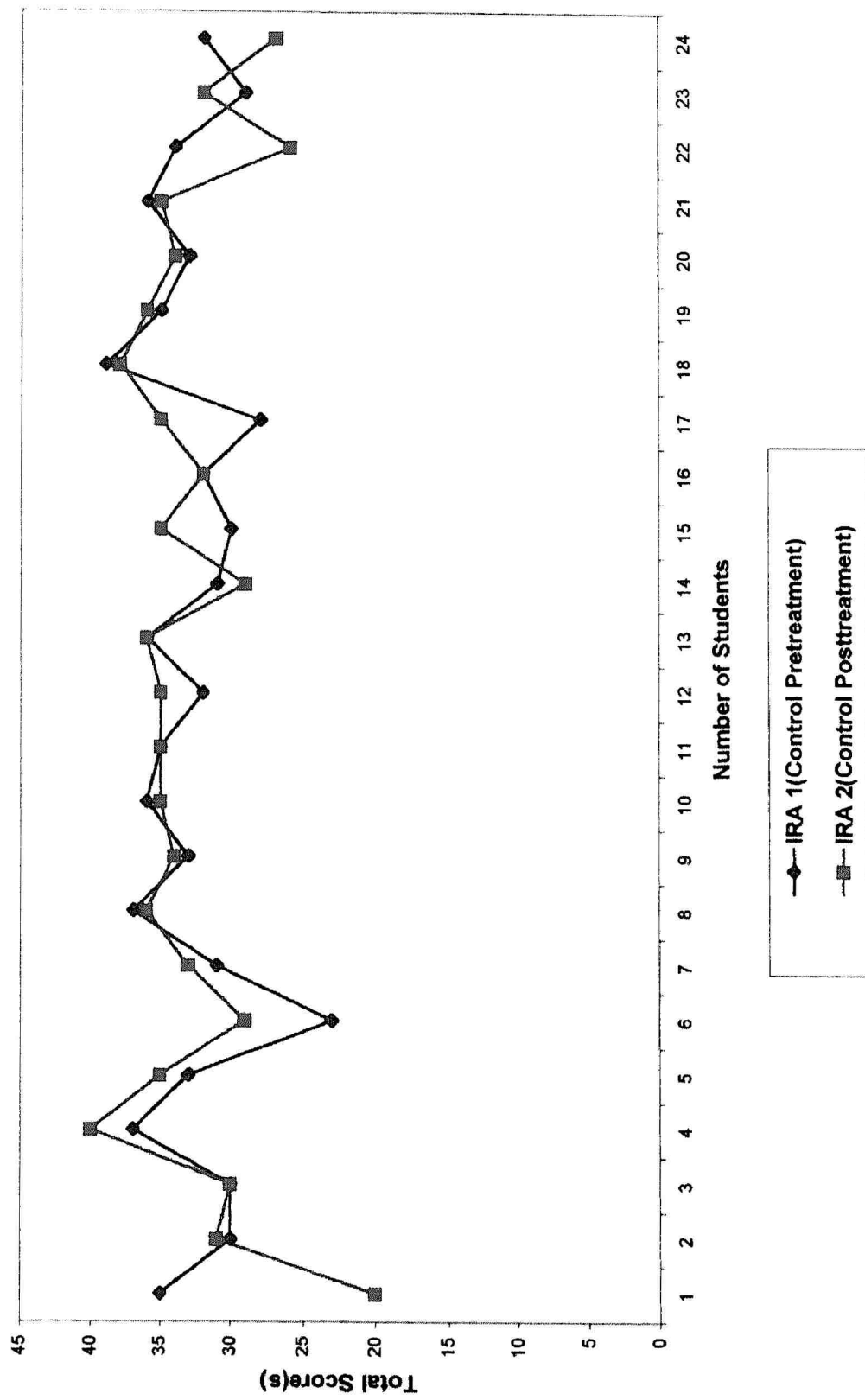


Figure 4.1.2 indicate there was little difference between the IRA scores of the Control group.

4.1.3 A comparison of the Pretreatment scores on the IRA for the Experimental and Control groups

This section compares the Pretreatment IRA scores for the Experimental and the Control groups. Generally, the Pretreatment scores on the IRA indicate that there was little differences in the scores of both groups.

As shown in Table 4.1.3, the means obtained by the Experimental and the Control groups were 32.63 and 32.88 respectively. As presented in Table 4.1.3, 26% of the subjects in the Experimental group obtained scores under Category I. Similarly, 25% of the subjects in the Control group attained scores under this category. A majority of the subjects in both the Experimental and Control groups fell under Categories II and III which constitute 67% and 71% of the scores respectively. For Category IV, 7% of the Experimental group and 4% of the Control group fell under this category.

As indicated in Table 4.1.3, the subjects' scores had a similar pattern in their IRA scores before treatment. It can be inferred that subjects who did not receive motivational technique instruction in reading did not show a great deal of awareness of reading. Figure 4.1.3 further shows graphically the overall results of the Pretreatment scores on the IRA for both groups. It indicates that there is little difference in the overall performance of both groups at the Pretreatment stage.

Table 4.1.3 – A Comparison of the Pretreatment scores on the IRA for the Experimental and Control groups

	Experimental Group (n=27)			Control Group (n=24)		
	Freq	%	mean	Freq	%	mean
Category I (16 – 20)	7	26	32.63	6	25	32.80
Category II (21 – 25)	13	48	(3.54)	12	50	(3.53)
Category III (26 – 30)	5	19		5	21	
Category IV (31 – 35)	2	7		1	4	
Category V (36 – 40)	0	0		0	0	

Note: Standard Deviations are listed in parentheses

4.1.4 A comparison of the Posttreatment scores on the IRA for the Experimental and Control groups

This section compares the Posttreatment scores for the Experimental and the Control groups. Overall, the subjects' performance on the Posttreatment scores in the Experimental group was better than their counterparts in the Control group. As shown in Table 4.1.4, the means obtained by the Experimental and the Control groups were 35.15 and 32.83 respectively.

Table 4.1.4 illustrates that there was a great difference between the subjects' scores in the Control and the Experimental groups. After treatment, there was a tremendous change in the performance of the Experimental group. The results in the Table 4.1.4 indicated that after the treatment was administered only 7% of the subjects in the Experimental group obtained scores under Category III. Similarly, 20% of the subjects in the Control group attained scores under this category. For Categories I and II, 76% of the Control group and 0 of the

Experimental group fell under this category. A majority of the subjects in the Experimental group fell under Categories IV and V which constitute 52% and 41% of the scores respectively. For the Control group, 0 and 4% fell under Categories IV and V respectively. The change in the response pattern in the Experimental group provides evidence that there was a marked improvement in the students' understanding and awareness in the reading skills.

Figure 4.1.4, further illustrates graphically the increase in the Posttreatment scores on the IRA for the Experimental group. The curve lines in the figure illustrate that there was improvement on students' performance on the Posttreatment scores for the Experimental group if compared to their counterparts in the Control group. This supports the fact that students received training in motivational techniques resulted in better improvement in their reading skills.

Table 4.1.4 A Comparison of the Posttreatment scores on the IRA for Experimental and Control Groups

	Experimental Group (n=27)			Control Group (n=25)		
	Freq	%	mean	Freq	%	mean
Category I (16 – 20)	0	0	35.15	6	24	32.83
Category II (21 – 25)	0	0	(2.28)	13	52	(4.33)
Category III (26 – 30)	2	7		5	20	
Category IV (31 – 35)	14	52		0	0	
Category V (36 – 40)	11	41		1	4	

Note: Standard Deviations are listed in parentheses

Figure 4.1.3 A comparison of the Pretreatment scores on the IRA for the Experimental and the Control groups

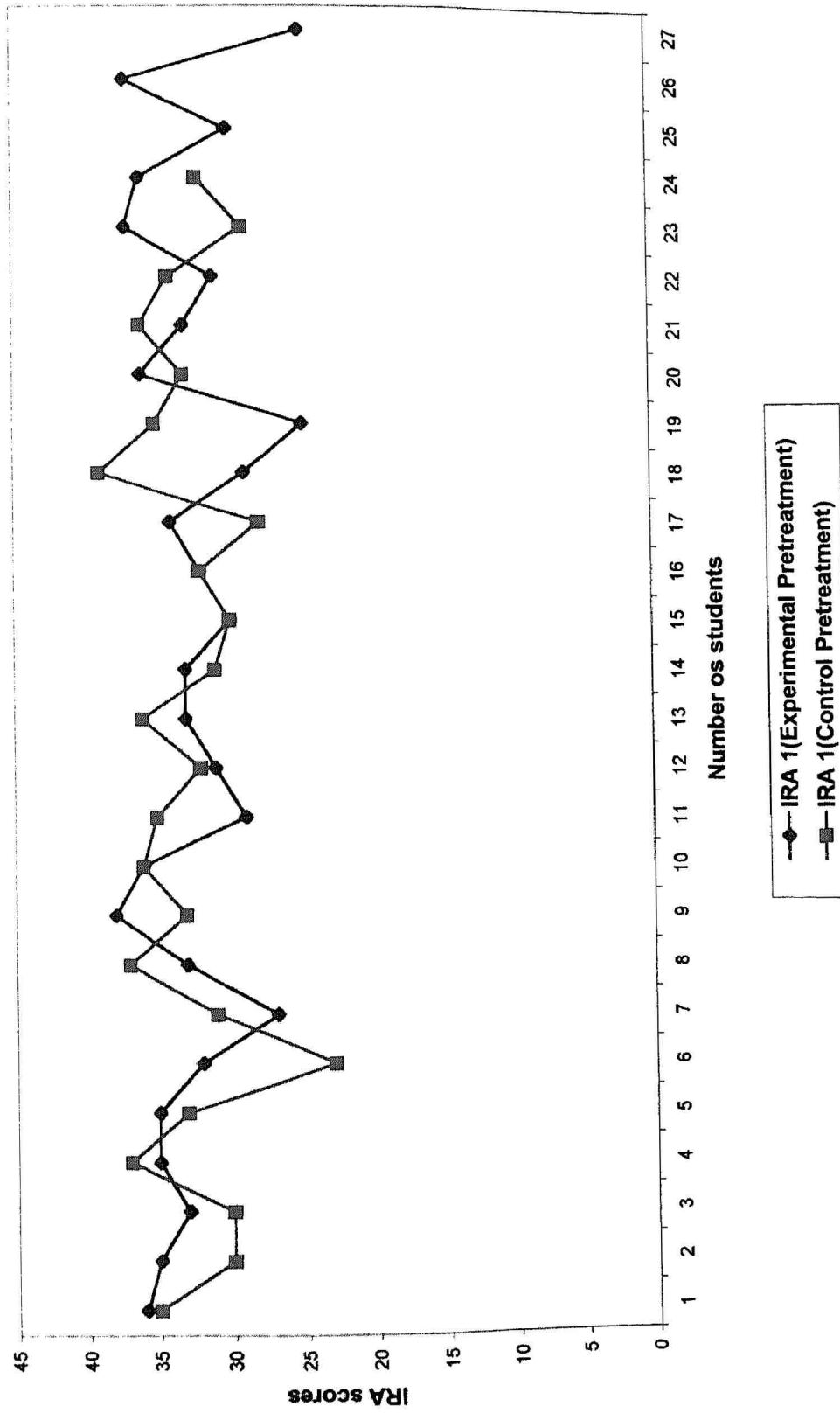
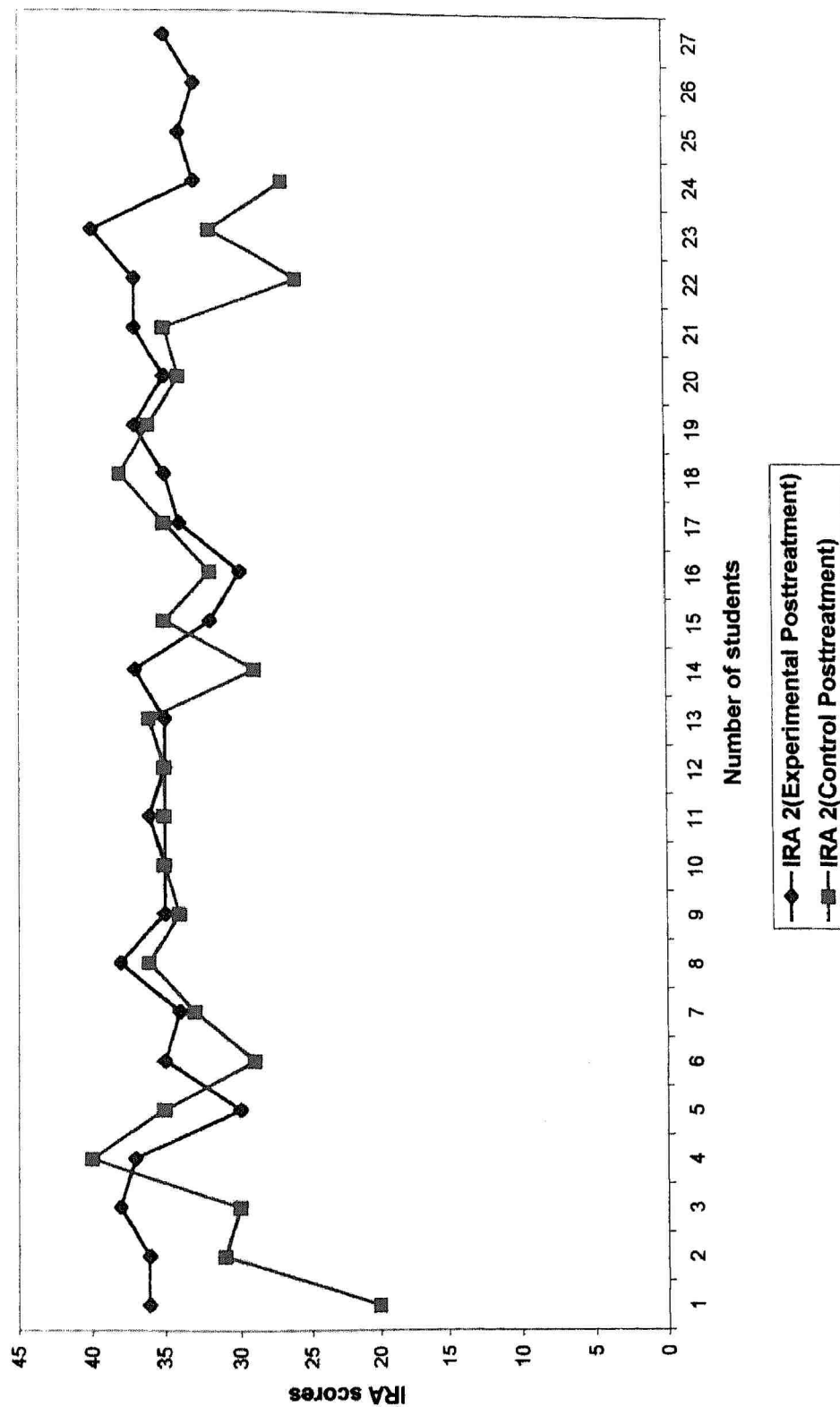


Figure 4.1.4 A comparison of the Posttreatment scores on the IRA for the Experimental and the Control groups



4.1 Subjects' overall performance on the Pretest and Posttest

This section examines the results obtained from the scores of the Pretest and Posttest. The tests were administered at the beginning and end of the treatment.

All the raw scores of both Pretest and Posttest were converted to percentage scores to make them easier to compare. From those scores, average percentage scores were ranked then in order, and divided by thirds to isolate three reading abilities – high, medium, and low. The groups were formed according to the following ranges: high, 68-99; medium, 50-67; low, 0-49.

A comparison of the scores on both the Pretest and Posttest will indicate whether using some selected motivational techniques in reading classroom have the effect on the subjects.

4.2.1 Pretest and Posttest scores for the Experimental group

Overall, the subjects in the Experimental group obtained better results in the Posttest than the Pretest. This shift indicated that after the training period the subjects improved their reading skills. A comparison of the mean scores in Table 4.2.0 illustrated the effect of the treatment using motivational techniques on the subjects in reading classroom. The scores indicated that, overall, students obtained a higher mean score in the Posttest. The means obtained from the Pretest and Posttest were 47.33 and 52.15 respectively. The t -value = -5.003 ($df=6$, $p<0.001$) shows that there is a significant difference between the Pretest and

Posttest scores. This indicates that a significant improvement does exist on the Posttest's score of the subjects after the eight-week treatment.

Table 4.2.1 shows that before administering the treatment 63% of the subjects got low scores and 37% obtained medium results. This indicates that more than half of the subjects was not aware of what reading skills encompassed at the start of the experiment. However, after treatment, there was a shift in the scores. In contrast to the Pretreatment scores, only 7% obtained low scores in their Posttest, 52% achieved medium results and 41% got high scores. This shift in the scores indicated that subjects in the treatment group performed better after eight-weeks of training. Thus, this depicts that after the provision of motivational techniques, more than half of the subjects showed a better awareness of their reading skills.

Table 4.2.0 Means, standard deviations and t-value of percentage scores of the Pretest and the Posttest of the Experimental group

Mean Scores		t value	df	p
Pretest	Posttest			
47.33	52.15			
(8.32)	(8.41)	-5.003	26	0.001

Note: Standard deviations are listed in parentheses

Figure 4.2.1 further demonstrates graphically the results of both the Pretest and the Posttest for each subject before and after treatment. The curve line of the Posttest shows an increment in the overall performance of the subjects in the Posttest. This indicates that there was a marked difference between the scores of

the Pretest and Posttest. The subjects' performance improved after eight week training period.

Table 4.2.1 Pretest and Posttest scores of the Experimental Group according to ability

Test Scores level	Pretest (n=27)		Posttest (n=27)	
	Freq	%	Freq	%
Low (0 – 49)	17	63	2	7
Medium (50 – 67)	10	37	14	52
High (68 – 100)	0	0	11	41

4.2.2 Pretest and Posttest scores for the Control group

Similarly, this section examines the Pretest and Posttest scores of the subject in the Control group. Generally, the subjects' performance on the Pretest was better than the Posttest scores. The mean scores obtained from the Pretest and Posttest were 50.33 and 49.42 respectively. The findings also indicate after the eight week there was a decrease in the mean scores. This shift in the mean scores shows that the subjects who were not exposed to having the treatment did not display any improvement in the test score. Although, the difference is relatively small, it provides evidence that those subjects, who were not exposed to such treatment, did not gain benefits as their other counterpart in the Experimental group. Table 4.2.2.1 shows that there was no significant difference between the means of both the tests, as indicated by a t-test for paired samples, $t\text{-value} = 1.326$, $df = 23$, $p = .198$.

Figure 4.2.1 Pretest and Posttest scores of the Experimental Group

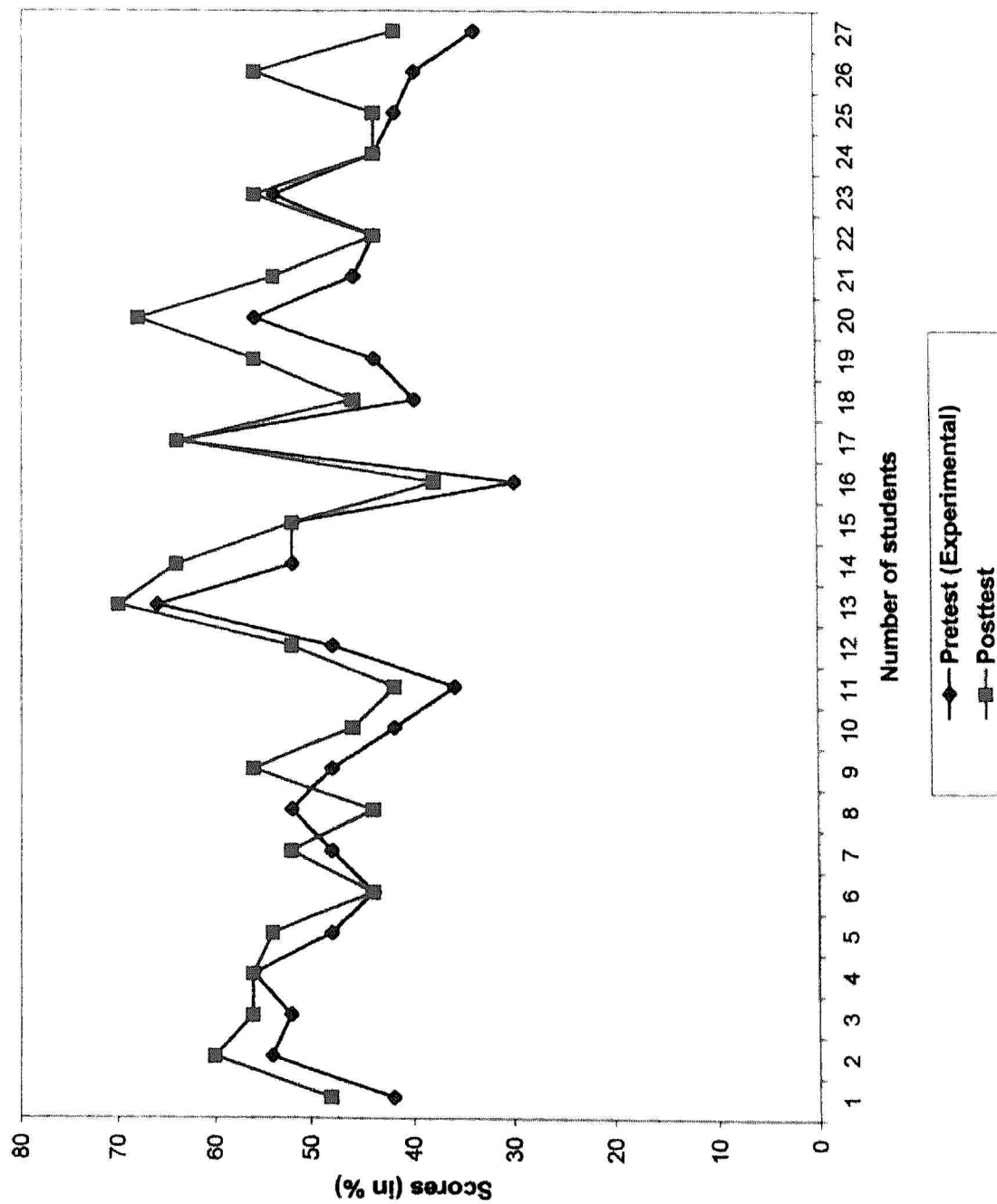
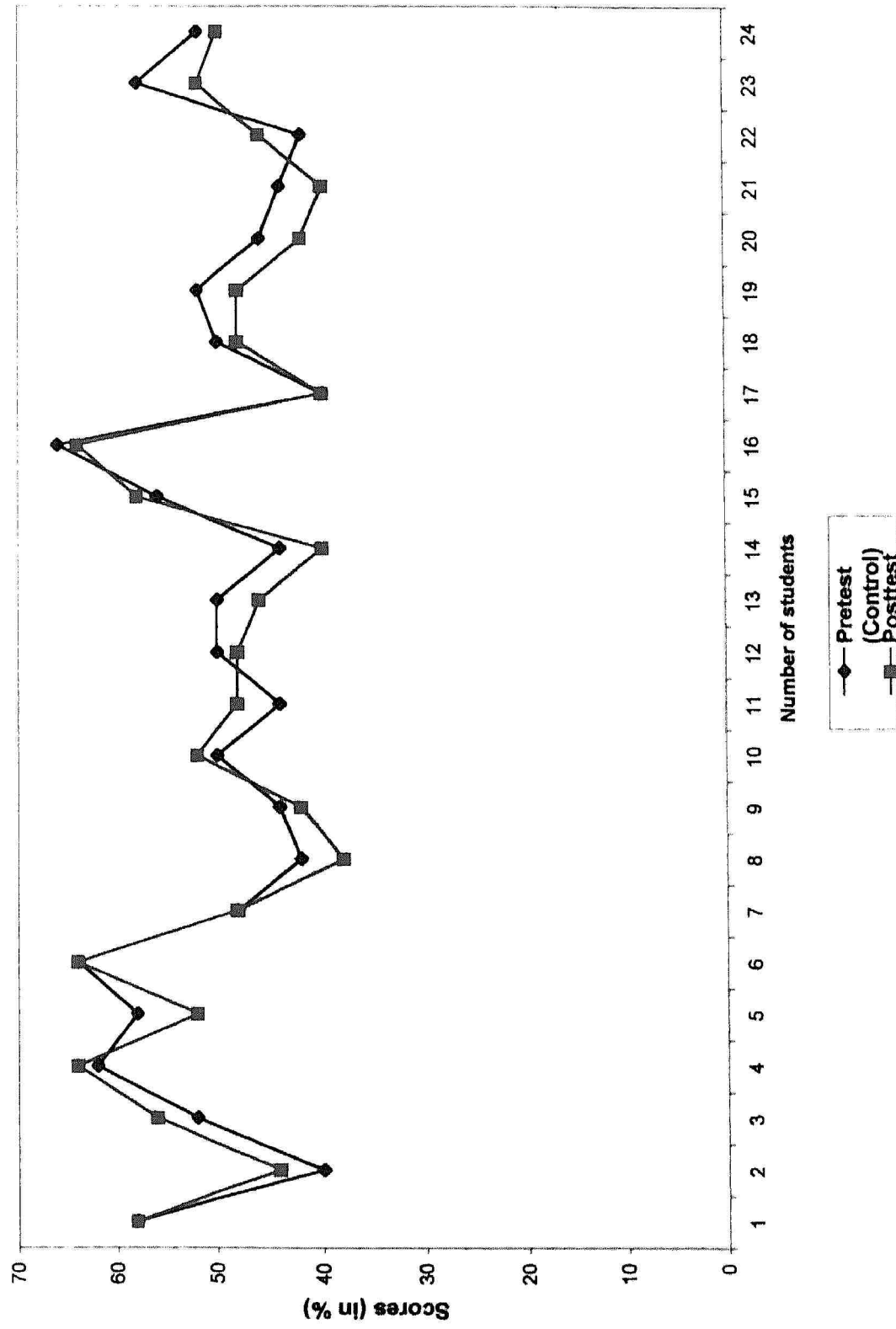


Figure 4.2.2 Pretest and Posttest scores for the Control group



As presented in Table 4.2.2.2, before the treatment 54% of the subjects attained medium score in the Pretest. However, after the eight week period only 42% obtained similar score. The subjects showed no increase in their Posttest scores except for the low score, an increase from 46% to 58%. Overall, there was a decline in the students' performance on the Posttest. As illustrated in the Table 4.2.2.2 the decline in the scores indicated that students who did not receive any treatment in their reading classroom did not show any improvement in their reading skills. Thus, subsequently effect their performance in the Posttest.

Figure 4.2.2 further illustrates the results of the Pretest and the Posttest for each of the subject graphically. The curve lines in Posttest shows a decline pattern in most of the value scores. This shows that subjects who did not receive any treatment are not likely to show any gain in their reading skills. Thus, Tables 4.2.2.1, 4.2.2.2 and Figure 4.2.2 illustrate that overall, the subjects did not show any significant improvement between the Pretest and Posttest.

Table 4.2.2.1 Means, Standard Deviations and t-value of percentage scores of the Pretest and the Posttest of the Control group

Mean Scores		t value	df	p
Pretest	Posttest			
50.33	49.42			
(7.64)	(7.95)	1.326	23	.198

Note: Standard deviations are listed in parentheses

Table 4.2.2.2 Scores on the Pretest and Posttest of the Control Group according to ability

Test Scores level	Pretest (n=24)		Posttest (n=24)	
	Freq	%	Freq	%
Low (0 – 49)	11	46	14	58
Medium (50 – 67)	13	54	10	42
High (68 – 100)	0	0	0	0

4.2.3 A comparison of Pretest scores for the Experimental and Control groups

This section compares the Pretest scores for the Experimental and the Control groups. Overall, the subjects' scores in the Control group obtained higher scores than their counterparts in the Experimental group. As shown in Table 4.2.3, the subjects in the Control group obtained a higher mean score than the subjects in the Experimental group. The means obtained by the Control and the Experimental groups were 50.33 and 47.33 respectively.

As shown in Table 4.2.3.1, 54% of the subjects in the Control group obtained medium scores. Similarly, 37% of the subjects in the Experimental group obtained under this score ability. The rest, 63% of the Experimental group and 46% of the Control group obtained low results. Table 4.2.3 shows that there was no significant difference between group means at Pretest, as indicated by t-test, $t = 1.336$, $df = 49$, $p = .188$. Thus, the two groups were comparable prior to instruction.

Figure 4.2.3 shows graphically the overall results of the Pretest scores for both groups. It indicates that there is little difference in the overall performance of both groups at the Pretreatment stage.

Table 4.2.3 Means, standard deviations, and t-value of percentages scores of the Pretest for the Control and Experimental groups

Group	n	Mean	t-value	df	p
Experimental	27	47.33 (8.32)	1.336	49	.188
Control	24	50.33 (7.64)			

Note: Standard Deviation is in the parentheses

Table 4.2.3.1 A Comparison of the Pretest scores for the Experimental and Control Groups according to ability

Test Scores level	Experimental Group (n=27)		Control group (n=24)	
	Freq	%	Freq	%
Low (0 – 49)	17	63	11	46
Medium (50 – 67)	10	37	13	54
High (68 – 100)	0	0	0	0

4.2.4 A comparison of the Posttest score for the Experimental and Control groups

This section compares the Posttest scores for the Experimental and Control groups. A comparison of the scores will show the effect of the treatment

of selected motivational techniques on the subjects. Overall, the subjects in the Experimental group obtained higher scores than the subjects in the Control group.

As illustrated in Table 4.2.4, the means obtained by the Experimental and Control groups were 52.15 and 49.42 respectively. Overall, the subjects in the Experimental group obtained higher mean scores in the Posttest. The means obtained by the Experimental and the Control groups shows that the mean scores of the group which received treatment using motivational techniques in reading instruction was higher than their counterparts in the Control group.

As can be seen in Table 4.2.4, there was a difference in the mean scores obtained by the Experimental group on the Posttest. However, despite the difference in the mean score of the two sets of subjects, this difference was not a significant one. A t-test for independent samples showed that the mean of the Posttest for the Experimental group was not significantly greater than the Control group's mean score. The between groups t-test yielded $t = -1.188$, $df = 49$, $p = .241$, indicate that the subjects of the Experimental and the Control groups did not differ significantly in their performance on the Posttest.

As can be seen in Table 4.2.5, 52% of the subjects in the Experimental group obtained middle scores and 41% attained lower scores. In contrast to the Control group's score, only 40% achieved medium score and 56% attained low scores. For high score, 7% of the Experimental group and 0 of the Control group fell under this score ability. The findings indicate that the use of motivational techniques facilitate students' reading skills in the Experimental group.

Table 4.2.4 Means, standard deviations, and t-value of percentages scores of the Posttest for the Experimental and the Control groups

Group	n	Mean	t-value	df	p
Experimental	27	52.15 (8.41)	- 1.188	49	.241
Control	24	49.42 (7.95)			

Note: Standard Deviation is in the parentheses

Table 4.2.5 A Comparison of the Posttest scores for the Experimental and Control Groups according to ability

Test Scores level		Experimental Group (n=27)		Control group (n=24)	
		Freq	%	Freq	%
Low	(0 – 49)	11	41	14	56
Medium	(50 – 67)	14	52	10	40
High	(68 – 100)	2	7	0	0

Figure 4.2.4 further illustrate graphically the overall results of the Posttest for both groups. The curve lines representing the value scores obtained by the Experimental group is higher than the curve lines obtained by their counterparts in the Control group. This indicates those students who received training in motivational techniques in reading classroom resulted in improvement in their reading skills.

Figure 4.2.3 A comparison of the Pretest scores for the Experimental and the Control groups

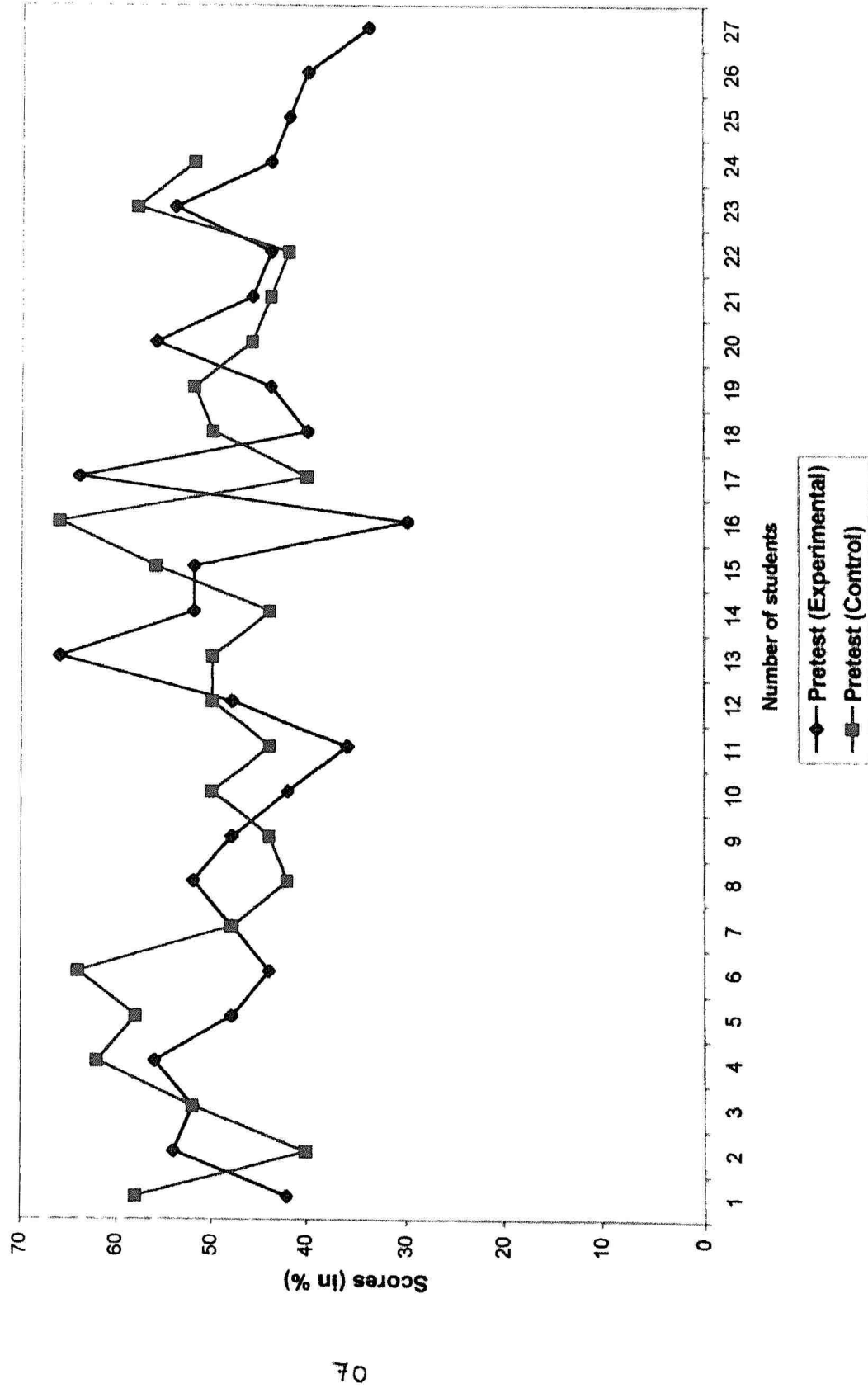
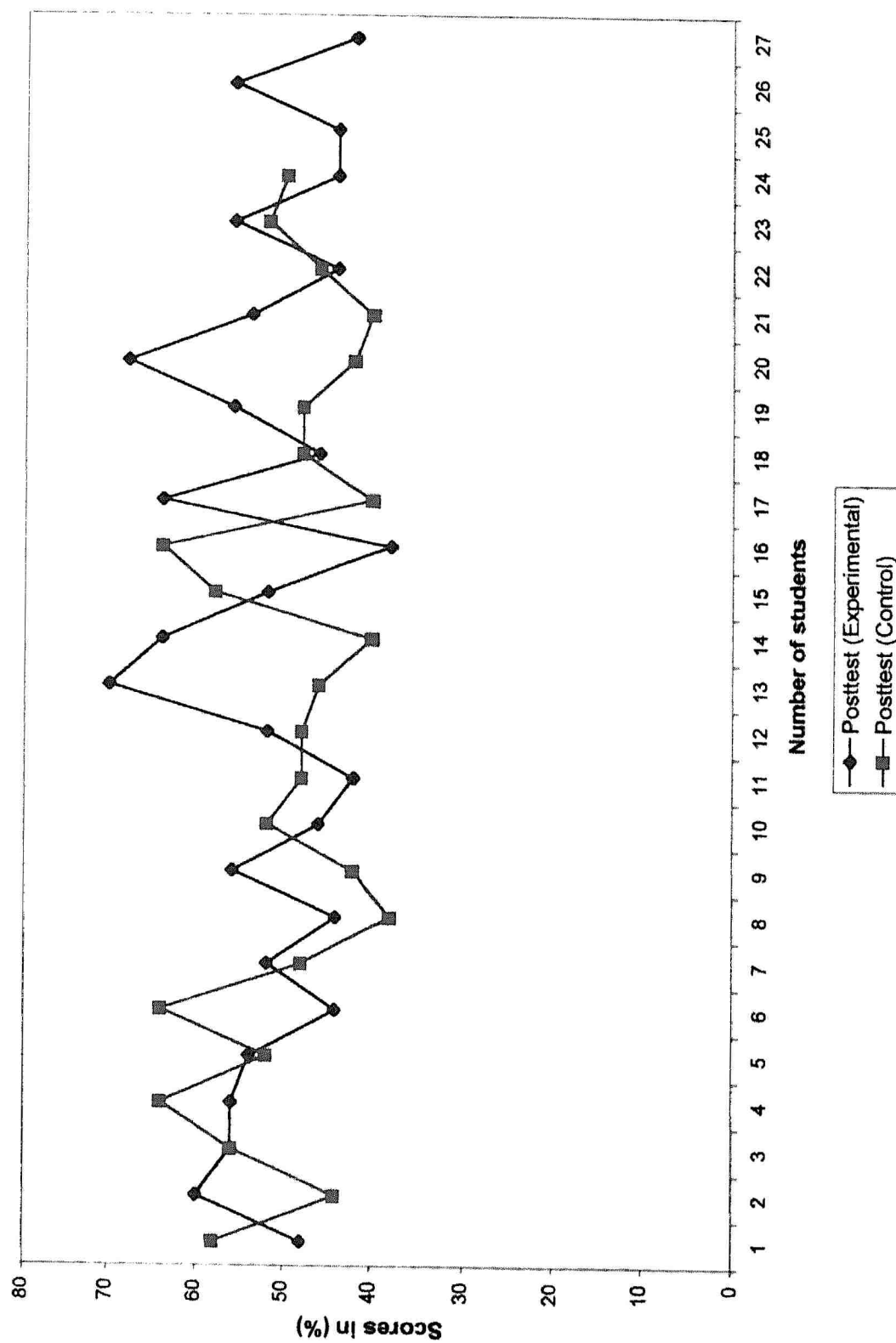


Figure 4.2.4 A comparison of the Posttest scores for the Experimental and Control groups



4.3 Students' perceptions of motivational techniques

The second part of the data analysis deals with the second research question: What are students' perceptions of selected motivational techniques used to motivate and improve their reading skills?

Four students were selected in this case study. These four students were chosen at the end of the study. The selection was based on the students' performance in the Pretest and Posttest results. Two students with the highest positive gains and two of the lowest negative gains were identified. Table 4.3.1 provides in more details of each students' results and the gains of the Pretest and Posttest and the Index of Reading Awareness (IRA) scores. Their SPM English results were also presented in the table. For the purpose of this study the subjects were each given a pseudonym respectively. From the selection, I examined the students' output from the reading tasks, feedback, dialogue journals and finally, interview each of these students.

Since almost all of the tasks were done in-group, thus, the selection of students' written work was based on the work collected and conducted in the group. The students' feedback and dialogue journals were further examined to ensure a better understanding of how the students perceive the tasks. After each lesson, an evaluation sheet was given to students to provide feedback on the lesson conducted for that day. They were supposed to give comments on what they have learned, their likes and dislikes of the tasks.

Table 4.3.1 Subjects' Pretest and Posttest results, IRA scores and SPM English results

Subjects	SPM English	Pretest	Posttest	G	IRA(1)	IRA(2)	G
Wong	A2	52	64	12	33	37	4
Sarah	C4	40	56	16	37	33	-4
Jasmine	A2	56	56	0	35	37	2
Lee	A2	52	44	-8	33	38	5

G : Gain Score (Positive/Negative), IRA1 : Pretreatment; IRA2 : Posttreatment

4.3.1 Wong

Wong is a Chinese male student. He is a quiet student but showed a very keen interest on every task that were taught in the class. Wong realizes the importance of reading in English. In task 1, a lesson on predicting, skimming and scanning reading article was carried out. The task required the student to predict the content. In the initial stage he was not sure what the task requires him to do. He tried to guess the content of the article through its title. From the title he inferred that the passage entitled 'Fast, a versatile design tool' was a group of people on production or process. After he has read the article he found that the article was actually a technique used to analyze quality of product.

From the dialogue journal, he commented that the technique is unique to him. In his own words "I think this is the first time I adapt this technique. At the beginning, I really don't even know how and the purpose or usage of this technique. Now I can use it whenever I want to read a new material or book." From his comment it can be deduced that he was able to see the benefit of using

the skill taught. By predicting on the content of an article prior to reading it allows him to activate his schemata or background knowledge on the subject matter.

In task 2, he was exposed to concept mapping. In this task, he was required to use what he has learned in task 1 and exploit the text better by using this skill on concept mapping. Diagram 1 showed how he was able to infer the important concept of a fridge. Diagram 1 also showed mastery of skimming and scanning skills, as he was able to extract the main points of the text and improve his understanding of the text he read. As indicated in the interview, he said he enjoyed learning this technique, he felt no pressure or tension.

In the next task, on dealing with unfamiliar words, he commented that he was able to identify those unfamiliar words by guessing the meaning of the words from the context. He understood that not every word in the text is important. In his own words "...when I read through a text, and I met some difficulties in the vocabulary...before that I often used... I always used the dictionary to check but now onwards I have used the technique. Now I don't always use the dictionary to find the meaning."

I will now shift my focus from teacher-determined tasks to learner-determined tasks to have a better understanding how the subjects used what they have learned during the five week training. In learner-determined tasks the students were given the opportunity to select their own reading material and choose whichever techniques would help them to understand the text better.

Wong has chosen a reading text titled 'On trail'. In his selection of task he chose vocabulary and summary writing to enhance his understanding of the text.

In his written summary, he was able to take out the main points of the reading passage. The story was about two men's journey and experienced as they escaped from the Japanese soldiers. For task 5 on summary writing, I did not put much emphasis on how students should write a summary because of time constraint. Instead I focussed on what the students can infer from the reading such as the important points.

In Wong's summary writing, the written exercise indicated that he had extracted all the necessary points of the passage such as the main character, who they are, what they were doing or what was happening and the conclusion. The writing summary entails that Wong has understood that the concept of finding important information in reading text, requires the needs to use some skills like predicting, skimming and scanning the relevant information from the text.

From the interview with Wong, it was learned that the use of the selected techniques in tackling reading has helped him a lot in improving his reading skills especially in summary writing. He discovered that " ...the process of extracting the information is a venture to do as we may extract the unnecessary information from the passage. As a result he felt that this technique was suitable for him. He has also indicated that it was beneficial for him to do most of the tasks in a group because it encouraged him to perform better and able to discuss and share others point of views which later provide him a different perspective of how to tackle the text.

4.3.2 Sarah

Sarah is a Malay female student with an average English Language proficiency. She obtained C4 in her SPM English. She prefers to speak in Bahasa Melayu rather than English during the class. She showed high interest to improve her English. In her dialogue journal to her partner she expressed that she felt that her English is not as good as her other friends in the class. She often felt inferior because of her lack of proficiency in English language. However, that has not hindered her from participating in class actively.

For Sarah, I concentrated on learner-determined tasks, as it would give a clearer picture of how students perceived the tasks. In her selection of reading material on 'Students react to hostel policy' she has used concept mapping and summary writing to enhance her understanding of the text. Her diagram on concept mapping illustrated her understanding of the text. As depicted from the diagram, the main idea of the article was 'integration among the races' although, the original text did not clearly state the main idea. However, she was able to extract the main idea and later divided them accordingly into categories such as advantages, disadvantages and solutions to the issue mentioned. She was able to differentiate what is the necessary information to be included in the writing.

As indicated during the interview, she said that concept mapping technique helped a lot in improving her understanding of the article she read. In her own words "I think the concept mapping helps a lot because we will go straight to the main points and we can classify them accordingly." She believe that the motivational techniques that was used such as doing group work helped

her to be more active in class and able to help and receive help from other students in the group.

However, she suggested that putting students into group should be given more care. She explained that “Cara pembahagian group itu penting. Macam sekarang pun tengok macam yang ‘terer’ itu akan pergi kat ‘terer’ saja. Patutnya bahagikan macam apa yang cikgu buat. Dulu saya berpeluang masuk dalam kumpulan ada rakan Cina so rasanya masa itu dia boleh bantu. Macam sekarang kalau asyik dengan pilihan kawan kita sahaja kita tak berkembang.”

She asserted that these techniques that were used in the class should be implemented in reading class because “it helps us to understand texts. Most of the activities such as skimming, etc help us to use ways to understand an article for example we are not able to know all the words in the text. Before this... I would stop whenever I come across a word that I don’t understand. Now I know how to go about tackling an article. We can just leave words which are not necessary or irrelevant to the article.”

Although, her score in her Posttest provide evidence that she has gained from the selected motivational techniques used in the reading classroom, the score in the IRA showed otherwise. Researchers have indicated that low proficiency students have the tendency to use less strategies and skills in reading as compared to high proficiency students. She would be able to use the skills taught but her understanding of the skill used is still poor.

4.3.3 Jasmine

From the interview it was found that Jasmine, a Malay female student, knows the importance of reading. However, she did not see the purpose of having most of the activities in improving her reading skills. She obtained A2 in her SPM 1119 English paper. Her perception on improving reading was to read a lot everyday. She believed that by reading everyday one would be able to improve the comprehension skills. However, when asked would she want to have any of the tasks again in her reading class. She replied “Yeah, because it is a reading class. So it would only be more boring to just read and answer questions.”

Jasmine chose an article on “Should you spy on your teen?” Realizing that she did not face any major difficulty in understanding her choice of text she only focussed on vocabulary. She highlighted some words that were unfamiliar to her and made an attempt to guess the meaning. During the interview, she mentioned that “I like the task on vocabulary because we’re guessing the words in context.’ She believed that it challenged her intelligence. She stressed over and over again on the selection of materials. She found that her group members prefer to use stories from Reader’s Digest and she claimed that “I think that some of the passages are boring for me because there are not a part of my interest. Maybe we should take it from the newspaper like current issues. Yeah maybe that will help.”

In her group, she was more proficient than her other three friends. Thus, she claimed that her friends’ selections were not challenging to her. Nevertheless, she liked the discussion part while doing the task. She enjoyed doing them in group. However, for group selection she preferred the selection of the teacher. In

her own words “Because we already get used with our circle of friends, talking to each other through discussion. So if let’s say if I were put into a different group and I don’t know anyone of them so it will be a whole new experience for me.” Jasmine seemed unable to see the importance of having the skills in reading. Although, her Posttest score did not show any gain from her Pretest scores, her IRA total score showed otherwise. She might not being able to see the benefits of having such skills in her reading, nevertheless, her awareness of these skills has improved. When posed a question on the Posttest, she admitted that she did not put much effort as she still remembered some of the answers in the Pretest.

4.3.4 Lee

Lee is an active learner. Often participated actively in discussion in class. He is a Chinese male student with an A2 in his SPM English. He realizes that English language is important. However, his area of interest is more on speaking skills as he keeps mentioning the importance of this skill during the interview, “I would prefer the one that have the chance to speak because I would prefer to improve my speaking in English. I think that is more important when we come out to work.”

From the interview, it was found that he does not really like reading because he feels it is a difficult and tiresome process. He revealed that some of the tasks done in class are interesting especially the one where you to go in front to present. He also liked the task on vocabulary as he said in his own words “I learn a bit about it when I cannot figure out words and we are not allowed to use the

dictionary. So sometimes we faced this. So we just use the text around to figure out. Guess what the words mean.”

From his work on the article “Development and environmental disaster”, his selection of task was on guessing the words correctly. He then wrote a summary on the article. In his written summary, it revealed that he has managed to extract some of the key points of the article such as big business making profit, attitude of the developers, profit making not safeties, role of Government. He admitted that he liked the article and that has motivated him to do the task. He prefers to read articles on current issues. On the subject of cooperative learning he said he prefer if the group is smaller. Instead of having four in a group limit it to two or three so that it will encourage students to participate more. During the interview, Lee revealed that “I do like the sessions when we were told to discuss in group. I feel that we can both [students] strengthen our speaking through discussion.” as he has mentioned repeatedly during the interview that speaking skills is seen as far more important and significant for one to be fluent or proficient in the target language.

Lee showed a negative gain in his Posttest result but his IRA score increased. When asked on his opinion of the Posttest, he admitted that he knew he did not do well in the Posttest because he did not put much effort while answering the test.

To summarize, the discussion from the students reveals that the two students who improved in their score on the Posttest were more motivated and eager to improve their reading skills as compared to two of their other

counterparts in the discussion. However, all four students unanimously agree that the motivational techniques used have some advantageous to students' in reading classroom.

4.4 Conclusion

In conclusion, the results indicate that the selected motivational techniques used as a treatment in reading classroom do improve the students' reading skills. A comparison of the mean scores of the IRA, Pretest and Posttest for the Experimental and Control groups provide evidence that the improvement in the overall Posttest could be attributed to the treatment. In addition, the subjects in the Experimental group do perceive the usefulness of using motivational techniques in reading classroom.